Effective Instruction in APA Style in Blended and Face-to-Face Classrooms

Maria Zafonte and Elizabeth J. Parks-Stamm


CITATION
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Students at all levels struggle with using correct American Psychological Association (APA) style to format their papers and cite their sources. With increased access to online sources and electronic plagiarism checkers, it is more important than ever that even freshmen students understand and master the basics of APA style. To this end, we examined the most effective modality (blended vs. face-to-face instruction) for teaching APA style by analyzing pre- and postinstruction scores on an APA quiz and an APA essay rubric for students in a blended and a traditional first-year composition class. Using paired-samples $t$ tests, we found that both groups significantly increased their knowledge of APA style from pretest to posttest. However, a 1-way analysis of covariance showed that students in the face-to-face class scored significantly higher in the final APA quiz than those in the blended group, controlling for pretest scores. APA rubric scores were significantly higher for the female students in the face-to-face class than in the blended class. Implications for teaching APA style are discussed.

Keywords: American Psychological Association, APA style, documenting sources, blended learning

One of the key challenges for students as they move into higher education is learning to write at an academic, scholarly level. This demand for scholarly writing alongside the increasing ease and accessibility of digital resources that make plagiarism so easy and tempting (Selwyn, 2008) makes instruction in correct documentation of sources imperative for instructors of first-year students.

Freshmen often encounter many difficulties in learning to correctly document their sources and format their papers in American Psychological Association (APA) style (Lewis, 2008). Many find the rules for citation arbitrary, exacting, and confusing. Often, college freshmen have written research papers or term papers in their English classes in high school and learned to format their papers according to the conventions of Modern Language Association (MLA) style and now must instead acclimate to a completely different style of documentation. Upper-division classes expect that students will have already encountered and mastered the basics of formatting and documentation, so these skills are taught and assessed heavily in the first year (Harrington, Malencyzk, Peckham, Rhodes, & Yancey, 2001).

This focus on not just writing but writing within the constraints of a specific publication style such as APA provides a perennial quandary for instructors. Instructors report that their biggest challenge is getting students to format in-text citations and the reference page correctly (Mandernach, Zafonte, & Taylor, 2016). This difficulty goes beyond just doing what the instructor expects; with an incorrect citation or haphazard reference page, the student runs the risk of plagiarism. Unintentional plagiarism due to improper quoting, citing, or paraphrasing is often attributed to students’ lack of understanding of the concept or lack of familiarity with the rules (Park, 2003). There has been a recent
focus on undergraduate plagiarism due to the ease of copying and pasting from digital sources and the prevalence of software to root it out (Bretag, 2013). To counteract this academic dishonesty, students need to gain an understanding of what constitutes academic honesty and learn the skills that will support them in achieving it.

In addition to the benefit of avoiding academic dishonesty, APA style involves critical thinking skills (McDonald, 2011). Choosing the correct format for a reference and including accurate and appropriate information in a reference page or in-text citation “provide evidence of thoughtful and deliberate judgment” (McDonald, 2011, p. 125). There is no doubt learning to format and cite in correct APA style has myriad benefits to student work; questions arise when we look at how best aid students in understanding and learning this skill set.

Various tools and techniques to improve students’ use of APA have been explored with varying degrees of success. Among the research on various tools, Mages and Garson (2010) created a digital web-based tutorial that allowed students to learn the basics of APA style in their own time as they worked through each module. These modules were ranked as helpful by the students surveyed and thus provided a promising opportunity to explore how self-paced learning of APA actually affects learning. The present study emerges from that question and examines the effect modality has on APA proficiency. Using a pretest/posttest design to assess learning, coupled with pre- and postrubric scores to examine the application of learning, we examined which approach would better instruct students in APA style: a blended class approach using these self-paced modules or a traditional face-to-face lecture on APA followed by a practice worksheet.

Teaching APA Style in the College Classroom

Mastering the basics and nuances of APA style appears to be a struggle no matter the level. The vast majority of manuscripts submitted to even a top-ranked education journal contain at least one citation error (Onwuegbuzie, Combs, Frels, & Slate, 2011). Similarly, there is a high rate of citation error in published articles in APA journals (Faunce & Soames Job, 2001). Doctoral students, too, have multiple citation errors in their proposals, although the number of errors are mitigated by the trait of perfectionism (Waytowich, Onwuegbuzie, & Jiao, 2006). If APA citation errors abound in these levels of scholarship, there is little wonder that undergraduates struggle mightily with the task.

Many researchers have aimed to find the magic bullet by which students will efficiently and effectively learn correct APA format. Approaches include direct instruction, self-paced learning, scaffolding techniques and focusing on APA error detection. Direct instruction coupled with an extensive worksheet led to substantial improvements in undergraduates (Froese, Boswell, Garcia, Koehn, & Nelson, 1995). Another approach with effective results is the use of sample manuscripts riddled with APA mistakes to help students identify errors in conjunction with a lecture and use of the Publication Manual (Smith & Eggleston, 2001). In-class writing instruction coupled with peer review and instructor feedback also improved students’ skills at referencing using APA style (Fallahi, Wood, Austad, & Fallahi, 2006). In a more intensive setting, instituting a semester long intensive writing course produced strong gains in APA competencies (Luttrell, Bufkin, Eastman, & Miller, 2010). These approaches, however, beyond having sometimes mixed results, may not be appropriate or feasible in a first-year course that is taught in different modalities. Can a self-paced online program match these positive results of direct instruction coupled with in-class work?

Employing software to help facilitate the correct usage of APA style in the academic community, Mages and Garson (2010) created an online tutorial in a collaboration of the Harvard Graduate School of Education and the Gutman Library Research and Instruction Services Department. In beta testing of the tutorial, users were asked to provide feedback. In a survey of 81 tutorial participants, 79% rated the tutorial very useful and another 19% rated it as useful. In self-assessments, 91% of the participants felt that the tutorial had improved or substantially improved their understanding of APA format (Mages & Garson, 2010). These results suggest that these self-paced modules might be an effective way for students in a blended modality to learn APA style.
**Blended Learning**

With the increasing integration of technology into the traditional classroom and greater acceptance and availability of online courses, blended learning has emerged as a way to bring these two modes together. Blended learning combines online learning and traditional face-to-face learning to develop meaningful learning experiences (Garrison & Kanuka, 2004). Comparisons of online learning and face-to-face and blended modalities have found a statistically significant difference in achievement in a pre- and postunit test in a blended group but not among the online or face-to-face learners (Al-Qahtani & Higgins, 2013), which lends support to the idea that blended learning is an effective means of combining the benefits of being face-to-face with an instructor with the autonomy and self-paced learning that asynchronous learning demands and requires. McGee and Reis (2012) conceptualize best practices in blended learning to consist of “mixed delivery modes, typically face-to-face and technology mediated . . . which bridge course environments in a manner meaningful to the learner” (p. 9).

Finding the balance between direct instruction and self-learning is one of the challenges of blended learning instruction. An abundance of face-to-face instruction can shift responsibility for learning to the teacher, when the ultimate goal is for students to take on the responsibility of learning (Garrison & Vaughan, 2008). In pursuit of putting the onus for learning on the student, various online solutions have been created. In addition to the self-paced modules by Mages and Garson (2010), Hood (2014) designed a series of self-paced APA modules with the intent to use digital technology to help students with particularly difficult content. Virtue, Dean, and Matheson (2014) reported that a digital library tutorial significantly impacted student outcomes on subsequent content. This study examines whether the difficult content of APA is best learned through face-to-face teaching or independently on blended days through the use of a self-paced online tutorial.

**Rationale for Study**

As the literature demonstrates, struggles with correct documentation in APA style abound at all levels, and so instruction in the citation conventions of APA style is important foundational academic knowledge for first-year students. The present study examined if the success of the traditional face-to-face lecture and worksheets approach can be achieved with an online activity in a blended classroom. As learner gender has not been examined in past research on the online APA tutorial (Mages & Garson, 2010), we included gender as an exploratory variable. Using a pre- and post- design, we compared APA quiz scores and essay rubric scores of students following a face-to-face learning experience featuring a lecture and worksheet with students in a blended class who viewed digital modules that they could watch at their own pace. APA proficiency was assessed through a 10-question pre- and postassessment on basic APA concepts (see Appendix A) and the use of an APA format section of an essay scoring rubric (see Appendix B).

**Methodology**

**Participants**

This research was conducted at a university in the southwestern United States in the researcher’s freshman composition courses. The vast majority of the students are of traditional college age. Students did not self-select into the blended course; instead, it was chosen to run as a blended course after the students were registered and prior to the start of the semester, resulting in both classes having a similar make-up of students. Two first-year composition sections were participants in the study, yielding a total of 176 participants (122 female, 54 male). Five students (four from blended, one from face-to-face) who did not submit papers and were not present for the quiz but were still officially active in the courses were excluded from the original sample of 181. A total of 142 students completed both the APA pretest and posttest (73 blended, 69 face-to-face). A total of 170 students completed both essays that contained the initial APA rubric scores and postinstruction essay rubric scores (85 blended, 85 face-to-face). Listwise deletion was used to include the maximum number of participants in each analysis.
Materials and Procedures

Students in the blended class met in a classroom on Tuesdays and received a blended assignment posted in the Learning Management System in place of the Thursday class. The Thursday class meeting time was left open for office hours in the classroom; students could choose to come in to discuss assignments with the instructor and instructional assistants, work individually, or meet with peers to work. On a typical blended day, approximately 15 to 20 students took advantage of this class time. Students in the face-to-face class met 3 days a week in the classroom. Classes lasted 15 weeks for both groups.

During Week 5, students in both courses submitted a preliminary essay, which required a single properly cited source in the paper and the reference page. The APA section of the grading rubric served as the pretest measure of APA style usage. This rubric was not instructor created, but instead, the point allotment and verbiage were from the university-wide rubrics for this course and could not be modified.

At the beginning of week eight, participants in both groups were given a 10 question pretest on their knowledge about the basics of APA style. Each question was worth 10 points, for a total possible score of 100. This multiple-choice quiz assessed students’ knowledge of the background and reasons for using APA style, correct in-text citations, and listing sources on the reference page. Following the pretest quiz, the instructor devoted a week to documenting sources. In keeping with the best practices and typical learning tasks associated with each modality (McGee & Reis, 2012), different lesson plans were developed for the two classes. The blended class was provided a link to a video tutorial created by the Harvard library entitled APA Exposed: Everything You Always Wanted to Know About APA Format but Were Afraid to Ask (Mages, 2009). Students in the blended class were instructed to watch the tutorial and then post in the asynchronous online discussion forum some of the new information that had gained through the tutorial. Though these response posts were reviewed by the instructor, there was no way to account for how long the students spent on the tutorial or even if they viewed it. The face-to-face class was instructed for approximately a half hour on the same information presented in the digital tutorial as a class, and then students could work in pairs or small groups on a worksheet adapted from university materials that asked them to correct citations. Answers were reviewed at the end of the class, but the worksheet was not collected.

Both classes were then given the same 10-question instructor-created APA style quiz (see Appendix A) at the beginning of the next class meeting after receiving either the face-to-face or blended instruction. Great care was taken in the creation of the quiz to ensure that all assessed content was addressed both in the tutorial and in the classroom. In both cases, there was a weekend in between the instruction and the APA quiz. Additionally, rubric scores for the APA section of a second paper submitted the following week were also analyzed. In this assignment, three properly cited sources were required in the paper and the discussion section. Both the APA quiz and the essay APA rubric scores were examined for differences between the blended and face-to-face instruction. As these were the researcher’s own students, gender information was available and was added to the data analysis as an additional exploratory background variable.

Results

Initial Analyses

Pretest APA quiz scores did not differ between the face-to-face group ($M = 53.85, SD = 14.88$) and the blended group ($M = 52.85, SD = 14.88$), $t(149) = .73, p = .47$, suggesting initial knowledge of APA was equivalent in the two courses. Preinstruction essay rubric scores did differ between the two groups, $t(174) = 2.28, p < .05$, with the face-to-face group ($M = 81.14, SD = 18.55$) scoring higher on the pre-instruction APA rubric than the blended group ($M = 74.83, SD = 18.15$). The pretest scores were therefore included as covariates in the subsequent analyses, along with student gender. Preliminary analyses were conducted on the dependent variables to check their normality. The skewness (.03) and kurtosis (−.64) of the APA quiz were within acceptable limits for use in an analysis of covariance (ANCOVA). The skewness and kurtosis of the rubric scores will be discussed below.
APA Quiz

A paired-samples t test showed that APA quiz scores improved from the pretest (M = 53.31, SD = 13.87) to posttest (M = 70.56, SD = 16.06), t(141) = 10.79, p < .001. Importantly, scores in both the blended class, t(72) = 7.20, p < .001, and the face-to-face class, t(68) = 8.20, p < .001, significantly improved from the pretest to posttest. Thus, both methods of instruction significantly improved students’ APA knowledge as assessed by an APA quiz.

A one-way ANCOVA was then conducted on the APA quiz scores, controlling for participant gender and the pretest quiz score. The pretest score significantly predicted posttest score, $F(1, 138) = 4.59, p < .05$, demonstrating that those in both groups who performed well in the first APA quiz also performed well in the posttest quiz. Gender did not significantly predict posttest score ($F < 1$) and did not interact with modality. Modality significantly impacted posttest quiz score, $F(1, 138) = 10.30, p < .005$. Those in the face-to-face group (M = 75.07, SD = 15.78) scored significantly higher than those in the blended group (M = 66.30, SD = 15.23).

Essay APA Rubric Score

A one-way ANCOVA was then conducted on the APA rubric scores, controlling for participant gender and preinstruction essay APA rubric score. Twelve students received a zero on the APA rubric scores, either because they did not include a source or failed to include a reference section in the paper. These zeroes were evenly distributed between the face-to-face and blended classes (six in each class). This resulted in a highly skewed distribution (skewness = −2.17; excess kurtosis = 5.00), which did not meet the assumptions of the parametric test. With these students excluded from the analysis (which eliminated an equal number from each condition), the distribution was more normal and within acceptable limits (skewness = .36; excess kurtosis = .63). The ANCOVA was then conducted on this sample of 158 students, with gender and pretest APA rubric score as covariates. There was a nonsignificant difference between the face-to-face group (M = 80.44, SD = 12.38) and the blended class (M = 77.28; SD = 9.02), which trended in the same direction as the APA quiz score, $F(1, 154) = 1.87, p = .17$, with a higher score for those in the face-to-face group. The preinstruction essay APA rubric score strongly predicted APA rubric performance, $F(1, 154) = 10.93, p = .001$. In this case, we did see an effect of gender on rubric score, $F(1, 154) = 3.80, p = .05$, with female students (M = 79.86, SD = 11.32) scoring significantly higher than male students (M = 76.70, SD = 9.72). There was no initial difference between male (M = 79.70, SD = 9.60) and female students (M = 78.56, SD = 19.80) in their pretest rubric scores, $p > .70$.

A second analysis was then conducted to further explore the effect of gender on the essay APA rubric score. Female students scored higher in the essay’s APA rubric, but did they benefit more from the face-to-face instruction than the blended instruction as with the APA quiz? Whereas the rubric scores of male students did not differ between the blended (M = 76.52, SD = 9.22) and the face-to-face class (M = 76.85, SD = 10.30, p > .90), the APA scores for the female students were significantly higher for female students in the face-to-face course (M = 82.31, SD = 13.04) than in the blended course (M = 77.59, SD = 8.99), t(106) = 2.20, $p < .05$.

Discussion

The present study examined the effect of modality of instruction on APA learning through two measures, each assessed at two time points: an APA quiz (pretest and a posttest) and the APA formatting section of a rubric for essays assigned pre- and postinstruction. In line with past research (e.g., Froese et al., 1995), we found that direct instruction coupled with a worksheet in a face-to-face class significantly improved APA quiz scores. We also found a significant improvement in quiz scores following a self-paced online learning module in a blended class (Mages, 2009).

However, in looking at the improvements in APA quiz scores, we found significant differences between the two modalities in students’ knowledge of APA style. Students in the face-to-face class scored significantly higher on the APA quiz than the students in the blended class. One downside to the self-paced learning available through online learning modules is that students may not spend as much time viewing...
the modules or thinking deeply about them. It is possible that participants found the modules on APA less engaging and went through them quickly. Future research could measure the amount of time students spend on self-paced modules to compare this with equivalent information transmitted through traditional lectures, measuring whether the time spent viewing the slides and/or lecture predicts learning outcomes.

In comparing the essay APA rubric scores, significant differences were not found for the class at large; however, when looking separately at male and female students, a difference did emerge. Female students scored significantly higher on the APA rubric scores in the face-to-face course as opposed to the blended class. In the case of female students, face-to-face learning had significant impacts on both their knowledge of APA as tested by their quiz, and their application of this knowledge as seen in their subsequent essays.

Gender was included in our model as an exploratory background variable. Although we did not have specific hypotheses about gender differences in APA outcomes, the fact that the effect of modality on learning outcomes was moderated by gender is in line with prior research. Salter (2000) found that classroom environment and gender should be considerations in female learning experiences and research has found that female students tend to benefit more from lecture-based blended environments (Delialiog˘lu, 2012). Magolda (1990) examined first-year students’ learning preferences by gender and found that female students were more concrete learners; they viewed teachers as authorities and expected to have questions answered. This may explain the advantage of face-to-face classes for female students.

In addition to gender differences in knowledge acquisition and learning expectations, another consideration might be that research shows that females view and interact with technology differently in a blended environment, with men more drawn to technological tools (Yen & Lee, 2011). Huang, Hood, and Yoo (2013) found that women have greater anxiety in using web-based technologies for learning. This general apprehension coupled with a preference for face-to-face learning might account for differences in achievement (Yen & Lee, 2011). The present study supports this idea that female students benefit more from lecture and face-to-face learning. It is likely the combination of learning preference and digital apprehension that is at play here; further studies might better explore this link.

The two main effects that we found give us some insight into further improving students’ command of APA style. The most surprising effect was that the blended instruction led to a significantly lower score on post-APA quiz scores than the face-to-face instruction. Although both groups significantly improved from the pretest quiz, the idea that a digital tool where students could work through the material at their own pace would allow students to do as well or even better than face-to-face instruction was not borne out in the analysis. The face-to-face instruction coupled with a worksheet was more effective than the online module coupled with an online discussion forum post.

Although both modalities significantly improved from the pretest quiz, the idea that a digital tool allowing students to work at their own pace would be helpful to students was not borne out in the analysis. Perhaps a combination of the tools employed here, the digital tutorial followed by face-to-face instruction and worksheets, might be the optimal way to enhance student’s understanding and fluidity with APA. Franz and Spitzer (2006) found that overlapping techniques—in their case, the combination of an APA paper template and a rubric—had the strongest effect on students’ grasp of APA. It is also advisable for blended teachers to reinforce recorded online content with live lectures for content that is particularly difficult (Tao, Fore, & Forbes, 2011). Learning APA style may be one activity where that digital exposure combined with a follow-up in a face-to-face setting might greatly enhance student understanding and outcomes. Future research could compare this combined approach to the face-to-face condition that was the most effective in the present study.

Limitations

The different modalities studied in the present study dictated that the two classes engage in different learning tasks. McGee and Reis (2012) cautioned that simply adapting traditional work wholesale into a blended modality is likely not to be effective and so the two classes were purposefully given different assignments in line
with the best practices of each modality to foster their learning of APA. Blended courses generally rely on a learning management system in which students engage in online discussions (Stacey & Gerbic, 2008). Additionally, blended learning should be more independent and student-directed (Means, Toyama, Murphy, & Baki, 2013; Stacey & Gerbic, 2008). Due to these considerations of modality, the learning tasks themselves (digital tutorial and discussion post vs. direct instruction and worksheet) differed along with the modality. It cannot be known what feature of the two learning environments was the main driver behind the different outcomes in the two classes. Future research could independently vary both the modality and content of the lessons to tease apart the impact of each. However, for the current study, we focused on learning activities with high ecological validity for both modalities.

Future Directions

What accounts for the observed difference between the two modalities? Although the lecture and online module covered the same information, it is possible that one approach was more engaging or impactful. Future research could test this empirically. It is also possible that the blended students’ assignment to post in the discussion forum offered less accountability for students than the actual presence of an instructor and the worksheet as classwork. Future research could include an online worksheet rather than a discussion post in the blended class to more closely mirror the face-to-face classroom.

Because a freshman class is composed of students from a multitude of majors and disciplines, an examination of if and how those majors affect students would be very interesting follow-up study; do different majors stress APA more or less than others, and might that impact not only exposure but motivation to learn and understand correct APA format? Further, within each class that freshmen are enrolled in, instructors might emphasize APA more or less than others. Surveying how much their concurrent instructors teach or assess for APA might get to the bottom of whether these concurrent classes are impacting the results in these classes.

Further examination of gender learning preferences in the context of modality and of learning documentation style could also shed further light on the results here. There are some indications that though generally students fare less well in online versus face-to-face settings, women are among the groups that fare better than others in non-face-to-face settings (Xu & Jaggars, 2014). Women account for 56% of all undergraduates (Kena et al., 2015); additionally, gender is implicated in learning styles that affect student success in non-face-to-face learning environments (Garland & Martin, 2005). As such, the gender differences that emerged in the present study raise questions for future research about potential differences in learning and application of APA style for male and female students. Whereas some have argued that gender is an important variable in understanding how the classroom environment impacts learning (Delialioglu, 2012; Magolda, 1990; Salter, 2000), others have argued that gender differences are inflated (Hyde, 2005). Replication of this study with an intentional focus on gender as well as additional qualitative and quantitative studies that explore female learning experiences might also provide valuable insights in the gender differentiation revealed in this study.

Conclusion

Instruction in APA format increases students’ knowledge of the conventions used in correct documentation, though in this case face-to-face instruction in APA was more effective than a digital tutorial alone in a blended class. Female students in particular benefited from the face-to-face APA instruction. In teaching traditional and blended first-year students the difficult, but important, scholarly skill of correct documentation, multiple teaching approaches, including direct face-to-face instruction yields the greatest gains.

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### Appendix A

**APA Quiz**

1. Which of the following statements is *not* true of APA style:
   (a) Papers should be double spaced.
   (b) Margins should be set at 1.5 in.
   (c) Font should be 12-point Times New Roman.
   (d) Paragraphs should be indented.

2. Which statement is *not* a reason to use APA format?
   (a) It looks professional.
   (b) It provides more information than the Modern Language Association.
   (c) It allows you to give proper credit to sources.
   (d) It communicates important information about your sources, like if it is a book or a journal.

3. Which is the correct format for an APA in-text citation for a direct quote?
   (a) (Smith, 35)
   (b) (Smith, p. 35)
   (c) (Smith, 2015)
   (d) (Smith, 2015, p. 35)

4. True or false: The main idea in citing sources is to give the reader as much information as possible so that they can locate the source on their own.
   (a) True
   (b) False

5. The last page of your paper, which lists all your sources, should be titled:
   (a) Works Cited
   (b) Bibliography
   (c) Annotated Bibliography
   (d) References

6. Which of the following is *not* true of block quotations:
   (a) They should be used sparingly.
   (b) They must be more than 40 words.
   (c) They should be indented.
   (d) They must have quotation marks.

(Appendices continue)
7. Which is the correct reference listing for a book with two authors?

8. Which statement is false?
   (a) DOI numbers should be included on your reference page if available.
   (b) Lectures and interviews can be cited as personal communication.
   (c) Websites do not have to be cited.
   (d) A source listed on the reference page should have a matching in-text citation.

9. What is the correct reference listing for a journal article?

10. APA stands for
    (a) American Philosophy Association
    (b) American Psychiatric Association
    (c) American Psychological Association
    (d) American Publication Association
## Appendix B

### American Psychological Association Formatting Scoring Rubric

<table>
<thead>
<tr>
<th>Layout: Essay lacks more than THREE of the following: double-spaced, 12-point Times New Roman font, 1-in. margins, heading (with name, date, course, and instructor), and headers (assignment title and page numbers using appropriate header function).</th>
<th>Layout: Essay lacks THREE of the following: double-spaced, 12-point Times New Roman font, 1-in. margins, heading (with name, date, course and instructor), and headers (assignment title and page numbers using appropriate header function).</th>
<th>Layout: Essay lacks TWO of the following: double-spaced, 12-point Times New Roman font, 1-in. margins, heading (with name, date, course and instructor), and headers (assignment title and page numbers using appropriate header function).</th>
<th>Essay lacks ONE of the following: double-spaced, 12-point Times New Roman font, 1-in. margins, heading (with name, date, course and instructor), and headers (assignment title and page numbers using appropriate header function).</th>
<th>Layout: Essay is double-spaced with 12-point Times New Roman font, 1-in. margins, heading (with name, date, course and instructor), and headers (assignment title and page numbers using appropriate header function).</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>65</td>
<td>75</td>
<td>85</td>
<td>100</td>
</tr>
<tr>
<td>Not all information, quotations, and borrowed ideas are cited on the page they appear.</td>
<td>Not all information, quotations, and borrowed ideas are cited on the page they appear.</td>
<td>Not all information, quotations, and borrowed ideas are cited on the page they appear.</td>
<td>All information, quotations, and borrowed ideas are cited on the page they appear and are listed on the references page.</td>
<td>All information, quotations, and borrowed ideas are cited in parenthetical format.</td>
</tr>
<tr>
<td>Little or no in-text citations and/or entries on reference page used.</td>
<td>Missing more than one citation and/or reference entry.</td>
<td>Missing one in-text citation and/or reference entry.</td>
<td>Some minor errors of format noted.</td>
<td>All sources are listed on the references page.</td>
</tr>
<tr>
<td>Major documentation oversights noted.</td>
<td>Significant documentation oversights noted.</td>
<td>Minor documentation oversights noted.</td>
<td>Appropriate number of required sources is used.</td>
<td>All citations and reference entries are complete.</td>
</tr>
<tr>
<td>Major format errors noted.</td>
<td>Significant format errors noted.</td>
<td>Minor formatting errors noted.</td>
<td>Appropriate number of required sources is used.</td>
<td>Appropriate number of required sources is used.</td>
</tr>
<tr>
<td>Inappropriate number of required sources used.</td>
<td>Inappropriate number of required sources used.</td>
<td>Appropriate number of required sources is used.</td>
<td>All sources are listed on the references page.</td>
<td>Appropriate number of required sources is used.</td>
</tr>
</tbody>
</table>

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